

DEPARTMENT OF LITERATURE, JOURNALISM, WRITING, & LANGUAGES  
LIT 3050-3: DIVERSE VOICES OF WORLD LITERATURE  
Spring 2024 / 3 Units

<p><b>Instructor:</b> Dr. Laurel Krapivkin (she/her)<sup>1</sup> <b>Email:</b> <a href="mailto:lkrapivk@pointloma.edu">lkrapivk@pointloma.edu</a><sup>2</sup> <b>Class meets:</b> Tues/Thurs, 11a - 12:15p, Taylor Hall 106 <b>Office hours:</b> Thurs, 8:30a -9:30a, Bond 125 <b>Final Exam: Thursday, May 2, 10:30 a.m.-1:00 p.m.</b></p>	<p><b>Course Description</b> An advanced study of works, primarily in translation. The course focuses on selected themes, topics, and/or eras and places the works in their cultural contexts. Prerequisite(s): Fulfillment of the College Composition requirement, LIT 2000, and Junior or Senior standing.</p>
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Land Acknowledgment

I acknowledge that the land on which the PLNU community gathers is the traditional and unceded territory of the [Kumeyaay Nation](#).

PLNU Mission:

To Teach, To Shape, To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Foundational Explorations Mission

PLNU provides a foundational course of study in the liberal arts informed by the life, death, and resurrection of Jesus Christ. In keeping with the Wesleyan tradition, the curriculum equips students with a broad range of knowledge and skills within and across disciplines to enrich major study, lifelong learning, and vocational service as Christ-like participants in the world's diverse societies and culture.

Extended Course Description

In this course, we'll be reading and analyzing translated texts from international authors. Each novel we read will portray a different experience of growing up. Using these texts as our guide, we'll examine and deconstruct notions of childhood and adolescence. With these deconstructed concepts as our lens, we'll analyze protagonists' developing relationships to systems of power, with attention to themes such as resilience, resistance, oppression, and agency. Students will

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<sup>1</sup> I reserve the right to change this syllabus and schedule (with notice) at any time throughout the semester to best meet the needs of our class. Any changes or updates will be posted to Canvas.

<sup>2</sup> This is the best way to get in contact with me. Please allow for (at most) 24 hours response time.

leave the course with a more nuanced understanding of global adolescent experiences as well as close reading and analysis skills.

### Institutional & Foundational Explorations Learnings Outcomes

#### **Context: Learning, Informed by our Faith in Christ**

ILO #1: Students will acquire knowledge of human cultures and the physical and natural world while developing skills and habits that foster life-long learning.

FELO 1a Written Communication: Students will be able to effectively express ideas and information to others through written communication.

FELO 1b Oral Communication: Students will be able to effectively express ideas and information to others through oral communication.

FELO 1c Information Literacy: Students will be able to access and cite information as well as evaluate the logic, validity, and relevance of information from a variety of sources.

FELO 1d Critical Thinking: Students will be able to examine, critique, and synthesize information in order to arrive at reasoned conclusions.

FELO 1e Quantitative Reasoning: Students will be able to solve problems that are quantitative in nature.

#### **Context: Growing, In a Christ-Centered Faith Community**

ILO #2: Students will develop a deeper and more informed understanding of self and others as they negotiate complex environments

FELO 2a Students will develop an understanding of self that fosters personal well-being.

FELO 2b Students will understand and appreciate diverse forms of artistic expression.

FELO 2c Students will demonstrate an understanding of the complex issues faced by diverse groups in global and/or cross-cultural contexts.

#### **Context: Serving, In a Context of Christian Faith**

ILO#3: Students will serve locally and/or globally in vocational and social settings

FELO 3 Students will demonstrate an understanding of Christian Scripture, Tradition, and Ethics, including engagement in acts of devotion and works of mercy.

### FELO Signature Assignment

This signature assignment is a formal essay due at the beginning of the final examination period. Full instructions will be distributed in Canvas in the closing weeks of the semester.

### Course Learning Outcomes

Students will be able to:

1. Closely read and critically analyze texts in their original languages and/or in translation.
2. Recall, identify, and use fundamental concepts of literary study to read and discuss texts
  - a. Standard literary terminology

- b. Modes/genres of literature
  - c. Elements of literary genres
  - d. Literary periods (dates, writers, characteristics, and important developments)
  - e. Extra-literary research
3. Connect the works with their own lives and with the social, cultural, and historical contexts of the works and their authors.

## Course Materials

### **Required Texts & Tools**

- + I highly recommend utilizing I-Share, Interlibrary Loan, Ryan & San Diego Public Libraries to obtain copies of books that you don't think you'll want in your collection.
- + For purchasing books, please consider purchasing online from Indigenous and Black-owned independent book sellers such as [Semicolon Bookstore](#), [Birchbark Books](#), [Mahogany Books](#), & [The Key Bookstore](#).
- + You are welcome to utilize ebooks and/or e-library books. Check out [openlibrary.org](#).
- + You'll need to bring whatever book we are reading that day to class. Not having your book during class discussions will affect your overall participation grade.
- + All of the secondary readings (meaning, the articles) that we'll be reading will be uploaded to Canvas. You will be expected to have access to a digital (or printed, if you wish) copy of any/all articles we read for homework to class.

### **Booklist (all required)**

*Persepolis*, Marjane Satrapi (Iran)

*A Biography of A Chance Miracle*, Tanja Maljartschuk (Ukraine)

*Signs Preceding the End of the World*, Yuri Herrera (Mexico)

*The Barefoot Woman*, Scholastique Mukasonga (Rwanda)

*The Servant*, Fatima Sharafeddine (Lebanon)

### **Course Terms & Concepts**

- + Childhood
- + Decolonize
- + Growing up
- + Adolescence
- + Resilience
- + Resistance
- + Systems of oppression
- + Translated Texts
- + Own Voices texts
- + Agency

- + Graphic novels
- + Intersectionality
- + Oppression

## Course Expectations & Policies

### **Classroom Expectations**

Participants in this course are expected to attend class regularly, perform assigned tasks, and engage in classroom activities, all in a spirit of friendly and rigorous inquiry.

My goals for our classroom space are as follows:

- + That we will, collectively, create an environment where you feel safe to explore the ideas that we encounter;
- + That you will leave our class time each day feeling respected and valued;
- + That you will see a clear connection as to how the analyses we work to complete in this course will develop your critical thinking and writing skills;
- + That ALL work that you turn in will be your own, and if you are using someone's work as research, it will be properly cited.

Disruptive or disrespectful activity will result in one warning, after which the offending party will be asked to leave and counted as absent for the day. A note on technology: If you need to use your phone during class, please step outside; otherwise, your phone should be put away during class time. You may use a laptop or tablet to take notes or access an e-text, but please refrain from working on other projects, scrolling social media, or messaging.

### **PLNU Attendance Policy**

Attendance is required and recorded. Missing class will affect your course grade as in-class participation cannot be made up and late work is not accepted. If a student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an "F" grade. Note that arriving late or exiting class early three times will equal one absence as per the PLNU attendance policy.

### **Participation**

In-class participation is an important part of your grade in this course and will make up 25% of your grade, to be determined at the end of the semester. Examples of positive participation include active listening, responding to discussion questions, asking questions about readings and assignments, participating in breakout group work, and maintaining respectful behavior in class.

I assess participation holistically, not with points. This means that it's okay to have a couple of class sessions where you don't engage as much as usual as long as you're consistently

contributing throughout the semester. Quality is, of course, just as or more important than quantity, but if it helps you to have a quantitative standard to motivate yourself, it's a good idea to aim for an average of two-three substantive contributions per week. I will give ongoing formative feedback on your participation to the group and to individuals during the discussions themselves. I'm also happy to discuss your participation performance with you at any time upon request.

Further, when analyzing and writing about texts, controversial topics are likely to be discussed. You are therefore also expected to treat your fellow classmates and instructor with respect at all times and to approach these topics with open-mindedness and maturity.

You are all important members in this project of building a sustained class discussion across several formats and about many texts throughout the semester. If you have any questions about any of these policies, over email, or during office hours—I'm always happy to help.

### **Late Work**

Work will be turned in on the date due or not at all. However, I understand that emergencies can arise unexpectedly. Should extenuating circumstances arise, arrangements must be made with me **prior to the original due date**. In these special circumstances, we will work together to choose a new deadline for you to complete the work by. I reserve the right to judge late work on a case-by-case basis.

### **Struggling in Class**

If for any reason you feel you are struggling this semester, I hope that you will feel comfortable letting me know as soon as possible. This includes anything that might affect whether or not you can participate to the best of your ability—including physical injury, medical illness, mental health, depression or anxiety, relationship abuse or violence, grief, or unmanageable stress. I am not a trained counselor but can put you in touch with resources on and off campus to support you in whatever ways you wish. If you know, think, or are concerned that you have a disability (temporary or permanent) that will affect your active participation in this course, I hope that you will feel comfortable letting me know privately as soon as possible so that we may arrange accommodations or get resources from the Educational Access Center.

### **Communication**

My PLNU email is the best way to reach me should you have a question or concern about our course. I check email frequently, but please do give me 24 hours to respond. I tend to check email less frequently on the weekends. Emails should be polite and professional, and you can always expect that in my replies as well. You are encouraged to chat with me over email or during office hours if you need any help or support in this course. My goal is to enable you to succeed in my course!

## **Assessment & Grading**

### **Final Examination Policy**

Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the [Traditional Undergraduate Records: Final Exam Schedules](#) site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

### **Point Breakdown**

In this course, there will be various assignments and projects to get you thinking critically about the texts we will be reading. See Canvas for full assignment sheets.

<b>Assignment(s)</b>	<b>Points</b>	<b>% of Grade</b>
Reading notes (20 x 15 pts/each) 22 possible	300	30%
Final - Key Assessment Essay	200	20%
Final - You Are Here Map	250	25%
Participation	250	25%

Grades will be based on the following:

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>
A 93-100	B+ 87-89	C+ 77-79	D+ 67-69	F Less than 59
A- 90-92	B 83-86	C 73-76	D 63-66	
	B- 80-82	C- 70-72	D- 60-62	

## **University Policies & Resources**

### **Academic Accommodations Policy**

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center

([EAC@pointloma.edu](mailto:EAC@pointloma.edu) or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

### **PLNU Attendance Policy**

Attendance is required and recorded. Missing class will affect your course grade as in-class participation cannot be made up and late work is not accepted. If a student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an "F" grade. Note that arriving late or exiting class early three times will equal one absence as per the PLNU attendance policy.

### **PLNU Copyright Policy**

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

### **Sexual Misconduct and Discrimination Mandatory Reporting and Resources**

All university faculty and staff are mandated by Federal law to report acts of sexual violence/assault, domestic violence, dating violence, stalking, and sexual harassment so the University can respond and investigate. Only Wellness Counseling Center staff are not required to report.

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at [pointloma.edu/Title-IX](http://pointloma.edu/Title-IX). Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at [counselingservices@pointloma.edu](mailto:counselingservices@pointloma.edu) or find a list of campus pastors at [pointloma.edu/title-ix](http://pointloma.edu/title-ix).

### **Language and Belonging**

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

You may report an incident(s) using the Bias Incident Reporting Form.

### **PLNU Academic Honesty**

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

## **Student Resources**

### **Academic Assistance**

The PLNU Tutorial Center offers peer and group tutoring, as well as a variety of additional resources. They are located in Bond Academic Center and you may schedule tutoring sessions online. <https://www.pointloma.edu/offices/tutorial-services>

### **Affirming Spaces**

Voices of Love is a safe, intersectional, and affirming space for LGBTQIA+ people and allies. VOL engages in meaningful conversation with one another, learning about Queer history, current events, faith/identity, Queer media (and so on), and hold space for each other's stories/lived experiences. If you're in need of a thoughtful support system (or even just a space to be yourself,



whatever that means for you), you can connect with VOL via their instagram @plnu\_vol or join them Wednesdays 7-8pm in Colt Forum.

My office is also always an open space for every student at PLNU.

### **Multicultural and International Student Services**

PLNU Multicultural and International Student Services provides opportunities for students to gain an appreciation and understanding for diverse backgrounds, interact with other cultures by promoting awareness, exploring one's identity, and fostering meaningful dialogue through intentional educational and social programming.

<https://www.pointloma.edu/offices/multicultural-international-student-services>

### **Wellness Center**

The PLNU Wellness Center provides confidential medical care, counseling services, and nutritional consultation for all students. It is located on the first floor of Nicholson Commons.

<https://www.pointloma.edu/offices/wellness-center>